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Health Services Administration Syllabi Fall 2019

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2019

## HESA 361 Health Data Management

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# HESA 361: Health Data Management

*Fall 2019*

Department of Health Services Administration  
College of Professional Sciences  
Xavier University

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**Schedule:** Monday, 4:00 – 6:30 pm  
**Classroom:** Alter 302  
**Credit Hours:** Three Undergraduate Credits  
**Prerequisites:** HESA 101, HESA 110, HESA 341 or HESA 345  
**Faculty:** Gwen Finegan  
**Office:** 404 Schott Hall – Administrative Office  
**Office Hours:** Before class, after class, or by appointment  
**Cell Phone:** 513/675-6560 (**please include your name in any text so I'll know who you are**)  
**E-mail:** [finegang@xavier.edu](mailto:finegang@xavier.edu) or [gwenfinegan@gmail.com](mailto:gwenfinegan@gmail.com)

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Xavier Writing Center: Conaton Learning Center

**Course Description (from the Xavier University Catalog):** The purpose of this course is to provide students with the ability to define operational and strategic objectives for health services management information systems and to guide the design of systems to meet those objectives. Particular emphasis will be placed upon the conceptualization of variables to be included in such systems; the design of systems (including an understanding of the hardware, software and communication links); and the proper interpretation and utilization of processed information for program management purposes. Software for employee management will be addressed; and software for clinical data collection, storage and patient management, including the maintenance of confidentiality, will also be addressed. The exercises will emphasize the application of these concepts to practical examples that one may encounter in the health services industry.

## **HSA Department Mission Statement (2011):**

In keeping with its Catholic, Jesuit tradition, the mission of the Department of Health Services Administration at Xavier University is to educate knowledgeable, highly skilled, values-oriented future leaders who will contribute to the health of society by continuously improving the management of health related organizations. HSA will accomplish its mission through:

- Challenging students in the classroom and in applied field experiences including internships and administrative residencies
- Developing internal and external collaborative relationships with academicians and with health care practitioners which lead to innovations in teaching as well as in the delivery of health services
- Incorporating research, scholarship, and collaborative projects into the classroom experiences and field work.

<b>Objectives, SLO's, Competency Level, and Assessment – HESA 361</b>			
<b>Course Objective</b>	<b>Student Learning Outcome</b>	<b>Minimum expected level of competence</b>	<b>Method of assessment</b>
Distinguish the various health information management roles in the health services industry.	Be able to describe the various professional roles, their respective cultures, and how they work together in the delivery of health care services (BSHSA SLO 3)	1-Basic Identifies basic roles and cultures of the providers. Unable to articulate how these providers work together to deliver healthcare	In-Class Exercises; Group Discussion; Term Paper
Understand the significance of data in health care quality, research, and health care delivery.	Be able to discuss the complexity of coordinating health care services and their related services to improve quality, access or to contain costs (BSHSA SLO 6)	2-Competent Displays an understanding of health care coordination and how it may be used to improve quality, access or cost containment.	Article Summary; Book Report; Group Discussion; In-Class Exercises; Term Paper; Data Analysis Project
Articulate factors influencing both population health and population health management.	Be able to describe population health and health care assessment of diverse populations (BSHSA SLO 7)	2-Competent States and explains specific determinants and measures of risk in special populations. Provides data to support decisions in patient-centered quality outcomes, access to care, cost of services and charge/reimbursement from payors for special populations.	Article Summary; Group Discussion; In-Class Exercises; Data Analysis Project
Comprehend the scope of data demand, access, and usage in the health service industry and Health Information Technology.	Be able to discuss how health informatics supports health care in its operations, revenue, quality, or patient care (BSHSA SLO 8)	2-Competent States and explains specific ways in which accurate data from health informatics technology supports decisions in health care operations, revenue, or patient-centered quality outcomes.	Article Summary; Book Report; Group Discussion; In-Class Exercises; Term Paper; Data Analysis Project
Identify the ethical, legal, financial, and public policy influences on health care delivery and health information technology as they relate to data capture, data use, data protection, and data storage.	Be able to discuss the application of basic laws or ethical values/principles in healthcare conflicts (BSHSA SLO 14)	1-Basic Able to recognize laws or ethical principles/values that are applied in the managing healthcare conflicts, but is not clear about how to apply them.	Article Summary; Case Studies; Group Discussion; In-Class Exercises

## Required Readings

Gawande, A. (2011). *The checklist manifesto: How to get things right*. New York:Picador. (ISBN: 978-0312430009)

Additional readings will be available on Canvas.

## CLASS SCHEDULE

<b>Class Date</b>	<b>Lecture</b>	<b>Topic</b>	<b>Readings</b> <i>due before this week's class starts</i>	<b>Assignment</b> <i>due before week's class starts</i>
19-Aug	1	Intro/Overview	Syllabus	None
26-Aug	2	Health Care Delivery Systems	4 articles on Canvas: "Universal declaration of human rights;" "Health: A white privilege;" "How did America end up with this health care system?"; and "Is healthcare a right?"	Prepare pro and con position for discussion: <i>Is health care a right or a privilege?</i> (D1).  <b>Select topic for Article Summary.</b>
9-Sep	3	Legal Issues	3 articles on Canvas: "How your health data lead a not-so-secret life online;" "Doctors say most metrics ... aren't helpful to them;" and "The future of health and fitness"	Prepare 1-2 examples for discussion: <i>Genetic testing, DNA, Fitbit: Which data should be added to EHR – why or why not?</i> (D2)
16-Sep	4	Coding	3 articles on Canvas: "ICD-10 one year later;" "Is ICD-10 diagnosis coding important in the era of big data: Yes;" and "Is ICD-10 diagnosis coding important in the era of big data: No"	Prepare 1-2 examples for discussion: <i>How much can coding influence quality, and how?</i> (D3).  <b>Select Term Paper topic.</b>
23-Sep	5	Ethical Issues	4 articles on Canvas: "Teaching 7 principles for public health ethics;" "Ethical leadership;" "Managing for organizational integrity;" and "inside Memphis debt machine"	Prepare 1-2 examples for discussion: <i>Which principles guide your ethical decisions?</i> (D4).
30-Sep	6	Pt. Safety & Quality	3 articles on Canvas: "Building a better delivery system;" "An update on US healthcare quality improvement efforts;" and "Overkill."	Prepare 1-2 examples for discussion: <i>Which quality area means the most to you?</i> (D5).  <b>Term Paper bibliography due.</b>
7-Oct	7	Stats & Research	2 articles on Canvas: "Upholding the highest bioethical standards;" and "5 important ways Henrietta Lacks changed medical science."	

<b>Class Date</b>	<b>Lecture</b>	<b>Topic</b>	<b>Readings</b> <i>due before this week's class starts</i>	<b>Assignment</b> <i>due before week's class starts</i>
14-Oct	8	Data Design & Interpretation	Book: <i>The Checklist Manifesto</i> & 1 article on Canvas: "Survey writing tips and tricks to get great results."	Prepare 1-2 examples for discussion of <i>The Checklist Manifesto</i> . (D6).  <b>Book report due.</b>
21-Oct	9	Data Exchange & Interoperability	3 articles on Canvas: "Impacts of big data;" "Healthcare big data and the promise of value-based care;" and "Big data: A game changer in healthcare."	Prepare 1-2 examples for discussion: <i>What can we learn and apply from paying attention to big data?</i> (D7)
28-Oct	10	Reimbursement & RCM	3 articles on Canvas: "Understanding your revenue & cost drivers;" "Preparing...for value-based care;" and "What is healthcare RCM?"	<b>Outline for term paper due.</b>
4-Nov	11	Data Protection	4 articles on Canvas: "2019 data breach investigation report;" "Ransomware and doctors;" "Baltimore ransomware attack;" "Ransomware aftermath."	Prepare 1-2 examples for discussion: <i>Mission vs. Margin: What's the role of mission in a nonprofit hospital &amp; how best to achieve a balance?</i> (D8).
11-Nov	12	Pt-Centered Care & Consumer Informatics	3 articles on Canvas: "Keeping the patient in the equation;" "Patient experience & health outcomes;" & "Partnering with patients...family-centered health care system."	<b>Data Analysis Project due.</b>
18-Nov	13	Social Determinants of Health	4 articles on Canvas: "Addressing SDHs and health inequalities;" "Levels of racism;" "Under the shadow of Tuskegee;" and "Having a black doctor..."	Prepare 1-2 examples for discussion: <i>How does discrimination affect health?</i> (D9)
25-Nov	14	Community Health	1 article on Canvas: "The hot spotters."	Prepare 1-2 examples for discussion of "The hot spotters." <i>Why/how did the interventions in Camden and Atlantic City work? How were they different?</i> (D10)  <b>Term Paper due.</b>
2-Dec	15	Health Communication	None	<b>Choose a public health message and supporting facts &amp; graphics.</b>

**GPA Requirement for Health Services Administration Majors:**

Students must maintain an overall combined major/concentration GPA of 2.67. This GPA is made up of all courses taken in the major and concentration (HESA courses), and equates to a B- average for all major courses. If the student is to change concentrations, grades from their first concentration still apply to the calculation of this GPA. See the program website for a full description of the policy.

**Inclusivity Statement:**

The Department of Health Services Administration and its faculty and staff are committed to providing an atmosphere for learning that respects diversity, in which all students feel comfortable and safe to learn, and in which all students feel like valued members of the HSA community. We are committed to addressing issues that put such an atmosphere in jeopardy, and to being active allies to diverse students. In order to build a positive classroom community, we ask that students:

- Appreciate the opportunity that we have to learn from each other in this community;
- Share their unique experiences, values and beliefs;
- Be open to the views of others;
- Honor the uniqueness of their peers;
- Communicate in a respectful manner;
- Keep confidential discussions that the community has of a personal (or professional) nature;
- Utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

**Attendance Policy:** Reasonable attendance at all class meetings is expected. If a student is unable to attend a class, **the responsibility of missed class content is the sole responsibility of the student.** Tests and written assignments will include content covered in class or in the assigned readings. See University Catalogue.

**Attendance Procedure:**

- 1) You will be documented as **present** if you are in class and on time.
- 2) The instructor will verify student attendance with a sign-in sheet.
- 3) **Excused absences include:**
  - a. A funeral, with a program, obituary or holy card
  - b. A required activity for another class or university sponsored athletic event, with a memo from the professor or program director
  - c. A documented medical event, with dated, timed and signed documentation (all other Protected Health Information may be redacted)
  - d. A documented legal event, with dated, timed and signed documentation (all other confidential information may be redacted)

You have **one week from the date of your return** to class to submit documentation for excused absences to your instructor. Failure to submit documentation within one week will result in your absence being unexcused.

**4) Unexcused absences**

Unexcused absences include, for example:

- Social events, such as weddings, parties, etc.
- Events related to outside employment, such as job training, orientation, business travel, etc.
- Personal travel, such as leaving campus early or coming back late from a holiday break

- Problems due to poor planning on your part, such as missing class due to oversleeping or exhaustion due to staying up all night to complete an assignment, etc.

**You are allowed without penalty only one (1) unexcused absence since this class meets just once per week.** You are advised to save these “free” days for unavoidable weather, minor illness and personal events.

**Penalty:** Unexcused absences, greater than the one allowed, will result in the reduction of the student’s final grade of 1.5% for each unexcused absence.

- 5) Final determination is at the discretion of the instructor for the course. Courses with teams, projects, and community service may have additional specifications.

### **Assignments:**

All assignments will have a description that is available via Canvas before the due date. The assigned dates noted in the class schedule above are intended to help you stay on track with completing your work for this course. All papers should be written utilizing APA format. Purdue University has a very helpful resource for APA style, utilize the following website:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

The Article Summary paper and the Term Paper should be turned in via Canvas. Papers will be graded via Speed Grader through Canvas, and returned with comments. In general, you should expect to receive feedback on assignments within 1-2 weeks of submission.

Additional assignments may be added at the instructor’s discretion. Here is a brief description of each assignment:

### **Article Summary and Presentation:**

Each student will submit one (1) article summary and make a brief presentation to the class. Due dates will be randomly assigned. For the article summary, you will need to find a minimum of two (2) **recent**<sup>1</sup> articles from a reliable source (health informatics/health IT newspaper, national publication, or peer-reviewed journal) and write a 2-page, double-spaced paper. No title page is required. Use proper APA formatting for citations. Your paper should include your thoughts on what the article means in the larger context of Health Data Management as it relates to the topics we are covering in class. Prepare a brief PowerPoint presentation, or alternative creative method, to share the information learned in the Article Summary paper. If not using PowerPoint, some other visual aid is required. It could be drawn on the whiteboard, provided on a handout, or otherwise shared with the class. This will be presented to the class on the date of your assigned Article Summary. You should submit your paper electronically through Turnitin via Canvas. You can email the presentation to me, or bring it with you on your computer or a flash drive. The paper and presentation are both due at the **start** of the assigned class. You will select your topic area during Lecture/Class 2. It’s worth 20% of your grade, or 200 points.

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<sup>1</sup> **Recent** means within the last 12-18 months. If you want to include an article from 2016 or earlier, please talk to the professor first. Do not use more than one online article that is undated.

**Book Report:**

You will write a 3-page double-spaced report on *The Checklist Manifesto*. Please do not provide a mere summary of the book. Instead, please give your opinion, discuss what you think is important or surprising, and identify how its concepts connect with other topics in this course. Please submit your presentation electronically through Turnitin via Canvas. The book report is due by Lecture/Class 8. It's worth 15% of your grade, or 150 points.

**Data Analysis Project:**

There will be one homework project assigned in Lecture/Class 11 and due the following week, before Lecture/Class 12. It will require answers to 10 questions, both quantitative and qualitative. It's worth 10% of your grade, or 100 points.

**Group Discussion:**

There will be ten (10) opportunities for group discussion that require reading and advance preparation. The topics and readings are listed earlier in this syllabus. You will create 1-2 questions or observations based on the week's reading assignments, and come prepared to share your opinions in class. You will submit your ideas in Canvas before class starts. The discussions are worth 10% of your grade, or 100 points.

**In-class Assignments:**

There will be multiple in-class assignments. They may include case studies, Excel exercises, online research, or other hands-on application related to the material covered.

**Term Paper:**

You will be provided multiple topics from which to choose in Week 2 of the course, and you will need to write a 5-page double-spaced paper on your topic (not including title page and references). Your paper should have a title page and you will need to cite at least four reputable sources in your paper using appropriate APA formatting. Three citations must come from sources other than the assigned readings. If you have trouble finding good reference materials, please contact the instructor rather than risk missing the due date. There are multiple due dates for this project, with progressive amount of points:

- Term Paper Topic (10 points) – due Lecture/Class 4
- Term Paper Bibliography (40 points) – due Lecture/Class 6
- Term Paper Outline (50 points) – due Lecture/Class 10
- Final Term Paper (150 points) – due Lecture/Class 14

**Participation:**

Participation will count for 20% of your final grade, a combination of attendance and class discussion. Active participation is expected in every class session. It includes:

- Being in class
- Being on time to class
- Being awake and alert in class, not focused on other things (i.e., other homework or activities)
- Asking questions
- Offering your perspective
- Sharing information
- Being active in small group activities
- Showing respect to your classmates, guests, faculty, etc.

If you are present and engaged in class, this should be an easy 20% to achieve.

**Business Casual Dress:**

Business casual dress is expected on days a student is making a presentation. Business casual dress includes:

- Slacks or khakis, not wrinkled!
- Dress shirt or solid color polo shirt, not wrinkled
- Jacket (optional)
- Dress shoes (not athletic shoes, flip flops, etc.)
- Skirts (dress, not casual)
- Blouses

**Canvas:**

Canvas will be used in a variety of ways for this class. The syllabus, assignment descriptions, and articles/chapters outside of the class will all be available via Canvas. In the spirit of sustainability, such materials will not be printed off and handed out in class.

Papers and reports should be turned in during class when due. **Papers and reports must also be submitted to Canvas through Turnitin.**

**Please set up announcement notifications via Canvas, as this may be a method the Instructor will communicate with you as needed throughout the course.**

**Academic Honesty:**

“The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.”

In addition to the above (taken directly from the University Catalog), please be aware that cutting and pasting from the Internet is plagiarism, and will be treated in the same manner as any other type of plagiarism. If you use more than three words written by someone else, I expect it to be in quotes. When you are writing you should use your own words and thoughts, not those of anyone else. You **may not** take a sentence and change one to two words and call it your own.

**Technology Policy:**

Students will need a laptop or tablet for quizzes and in-class assignments, as noted on the class schedule. Students may use laptops or tablets during class ONLY for class-related activities. Class-related activities include: note-taking, viewing lecture PowerPoint slides, completing an in-class assignment, or viewing assigned readings. Any other use of technology is NOT acceptable. The non-acceptable uses include: social networking, email, instant messaging, doing homework for other courses, and visiting unrelated websites. The instructor reserves the right to prohibit students who abuse this policy from using technology during class.

The use of cell phones is not permitted during class except for emergencies. If you expect an emergency call, or there is an extenuating reason that requires you to use your cell phone during class, please talk with me directly before the start of class.

**Students with Disabilities**

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Disability Services, it is essential that you email the letter and meet with me as soon as possible to discuss your disability-related accommodation needs for this course.

If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

It is important to note that any disability-related information including accommodations is confidential.

**Late Assignment Policy:**

All assignments are due before 4:00 pm on the due date. Late assignments will accrue a penalty of 10% per day the assignment is late. An assignment is considered one day late if it is submitted past the identified due date/time. It is considered two days late if it is submitted any more than 24 hours past the identified due date/time, and so forth. This includes weekends! Once an assignment is more than 10 days late, it will become a zero and will not be accepted for credit.

If a student wants an extension for an assignment, this must be received no less than 48 hours before the assigned due date/time. Extensions are not guaranteed, and are at the discretion of the instructor. Extensions may include a late penalty.

**Final Grade:**

Group Discussion	10%, or 100 points
Data Analysis Project	10%, or 100 points
Book Report	15%, or 150 points
Attendance/Participation	20%, or 200 points
Article Summary/Presentation	20%, or 200 points
Term Paper	25%, or 250 points
<i>Term Paper Topic (1%, or 10 points)</i>	
<i>Term Paper Bibliography (4%, or 40 points)</i>	
<i>Term Paper Outline (5%, or 50 points)</i>	
<i>Final Term Paper (15%, or 150 points)</i>	

**Grading Scale (Note: 0.5% will be rounded up):**

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	below 60